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ABSTRACT

MARKHAM ELEMENTARY SCHCOL OF POMPANO BEACH, FLORIDA, PROPOSES A PROGRAM UTILIZING ITS FACILITIES FOR AFTER-SCHOOL ACTIVITIES FOR THE CHILDREN OF MIGRANT WORKERS UNABLE TO BE AT HOME WHEN THE CHILDREN ARE NORMALLY RELEASED FROM SCHOOL. THE PURPOSE IS TO BRING ABOUT A SIGNIFICANT IMPROVEMENT IN PUPIL ATTITUDE TOWARD SCHOOL AND AN IMPROVEMENT IN ACHIEVEMENT IN ACADEMIC AND NON-ACADEMIC AREAS OF DEVELOPMENT. IT IS NOTED THAT TUTORIAL AND ENRICHMENT ACTIVITIES SHCULD BE ENHANCED THRCUGH A SYSTEM OF TOKEN REWARDS WHICH CAN BE EXCHANGED FOR PENS, TOOTHBRUSHES, ETC., AT THE "STORE" OPERATED BY THE STUDENT COUNCIL. FUNDS FOR THE PROJECT WOULD BE PROVIDED BY TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT AND BY COUNTY AND STATE SCURCES. (ED)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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TUTORIAL AND ENRICHMENT PROGRAM

1968-69

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B. F. Stephenson, Principal

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M A R K H A M S C H O O L

TUTORIAL AND ENRICHMENT PROGRAMS

R A T I O N A L E

Migrant and other disadvantaged pupils need vehicles through which they can make wise use of their leisure time. Lack of adult supervision between the time pupils leave school at 2:30 p.m. and the time their parents reach home from work is prevalent.

Many pupils want to stay at school to learn and explore things which they have not had adequate time to do during the regular school day. Use of Markham facilities in the evenings for gainful purposes can make differences in the attitudes of pupils toward school, which hopefully, will bring about significant achievement in academic and non-academic areas of development.

O B J E C T I V E S

Pupils who take advantage of tutorial and enrichment activities will be able to:

1. Make wise use of leisure time through varied activities.
2. Develop into more independent learners.
3. Choose the medium through which they wish to learn.
4. Use the Media Center in reading for enjoyment, doing assigned tasks, and personalized activities.

A C T I V I T I E S

The following activities will be provided for those pupils who wish to engage:

1. Personalized reading and mathematics activities.
2. Peer-produced Multi-Sensory Learning Materials.
3. Individualized science programs.
4. Industrial Arts.
5. Instrumental and choral music.
6. Sports and games.

7. Homemaking
8. Scouting --- boys and girls
9. Audio-Visual Equipment operation and maintenance.
10. Art

REWARDS FOR PUPIL PARTICIPATION

Pupils will be rewarded for their participation by receiving "Markham Birds." When a pupil has received a certain number of "Markham Birds," he may exchange them for articles such as pencils, pens, crayons, milk, toothbrushes, clothing, etc.

The number of birds a pupil earns will be related to the number of days or hours he participates in certain activities of the program. The number of birds needed to purchase an item will vary in terms of the value of the articles.

Details of this operation shall be determined by the tutorial and enrichment personnel. The "store" will be operated by the Student Council under the supervision of its sponsors.

AVAILABILITY OF ACTIVITIES

The Tutorial and Enrichment Program shall be available to all pupils regardless of their assigned schools insofar as personnel and space will permit.

P E R S O N N E L

To support this type program of compensatory education, several personnel are needed.

	Hrs. per day	Days per week	Total hrs.
1. Media (Library and A. V.)	2	4	8
2. Academics (Reading, Math, Science.)		4	16
	(Four persons - 1 hr. each)		
3. Industrial Arts	1	4	4
4. Music	1	4	4
5. Physical Education	2	5	10
	(Two persons - 5 hrs. each)		

		Hrs. per day	Days per week	Total hrs.
6.	Homemaking	1	4	4
7.	Art	1	4	4
8.	Volunteers	--	--	--
	Grand Totals	12	--	50

FINANCIAL SUPPORT

Financial support shall be enlisted from local, state, and federal sources.

1. County and State (EIE and volunteer services.)
2. Title I ESEA
3. Title I ESEA Amendment.

E V A L U A T I O N

Each person working in the tutorial and enrichment program shall describe the objectives of his specific program. The achievement of these objectives will serve as one type of evaluation. Pupil response and participation shall be regarded as positive outcomes. Positive changes in behavior and development of independent learning habits shall be highly weighted factors in determining the success of the program.